



A TOOLKIT OF

# MUSIC PRODUCTION WORKSHOPS

To inspire young women and non-binary people  
to start producing music





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## INTRODUCTION

**If you are planning an activity where young women and non-binary people are the target group - and music, beat making or music production is the content - this material is for you. It goes through what you have to think about, from beginning to end, and it is part of a larger context where you also find a handbook called *How to Become a Producer* and a *Handbook of Empowerment* for working with this particular target group. The first is packed with advice, information, educations and step by step guiding. The latter is a material that goes perfectly together with the workshops in the Toolkit you are looking at right now.**

**Note! The material in this Toolkit of Music Production Workshops is very useful when working with all groups in society, regardless of age, gender etc.**



# ABOUT THE WORKSHOPS

## AND HOW TO USE THEM

**This Toolkit consists of five different workshops**, composed and tested during the project 3C – Connect//Compress//Change in 2021-2022. The workshops all aim to make young women and non-binary people discover, get interested in and/or learn more about music production. Within the project a network of young female and non-binary producers from Denmark, Norway and Sweden was formed. This network group has contributed to the workshops with ideas, testing and evaluation.

**The result** is a toolkit of useful workshops which all differ in both content and difficulty. Try out whichever you like - or pick and choose activities from different workshops, to create the perfect combination for the event you are planning. Depending on the way you choose to do it and the level of knowledge within each workshop group, they take between a half and a full day to work through.

**Workshop no 1 - Spontaneous Tryout (Beginner)**

**Workshop no 2 - Analyse & Produce together on big screen (Beginner)**

**Workshop no 3 - Analyse & Remix in groups (Beginner/Intermediate)**

**Workshop no 4 - DiT & Beatmaking (Intermediate)**

**Workshop no 5 - Sound hunt & Carousel stations (Intermediate)**

### **Target groups**

Young women and non-binary persons, beginners and/or intermediate level.

### **Purpose**

To arise curiosity and interest in the young target group and to give them access to the necessary tools for further learning. It is also important to give them a sense of accomplishment, inspiration, to see themselves represented and to find others to connect with.



# TO DO - BEFORE A WORKSHOP

## HANDS ON PREPARATION

### 1. Find the right place

(Youth/culture centres, schools or other places where the target group meet).

### 2. Set a date and time

### 3. Promote and recruit the target group

### 4. Make them sign up for your workshop

#### Promotion text examples to get inspiration from:

Have you ever wondered how your favourite song is made?

What instruments are used and how do you write melodies?

The idea with this workshop is to create a safe space for girls and non-binary people where we test and learn the foundations of creating music together.

#### What challenges might arise?

1. Too much information to give about music, technique etc.
2. Everybody doesn't feel secure enough to express opinions. Shy participants.
3. Access to suitable space and equipment.
4. Hard to find participants.
5. Participants lack of motivation.
6. Different levels and experiences.
7. Not all methods work for everyone or all participants.

## What can you do to prevent these challenges?

1. Create a good structure and give information about the schedule in the beginning.
2. Aim to create a safe space, through ice breakers, name games and group agreements. (You find examples of this in the Handbook of Empowerment). Also, sit down and meet the participants at the same level.

Think of the language and how you express yourself to make things feel less scary and overwhelming. Be mindful of how you think and talk about music/creativity, for example do not use terms like good and bad.

3. Get in touch with youth/culture centres, schools or other establishments that work with your target group.
4. Promote it on social media, talk to the target group, talk to organisations that work with the target group. Spread flyers in schools.
5. To motivate participants you can speak about artists they know and/or that they identify with, to make them feel like this is something they can do as well.
6. Prepare different tasks that you can do at different levels of difficulty.
7. Being flexible and accessing people's needs, not being "married" to one plan.



## DURING THE WORKSHOPS

### CREATING SAFE SPACES

**Always start with creating a safe space by using a noun round and making a group agreement.**

(Below are just a few suggested examples. In the Handbook of Empowerment, you find more information about safe spaces and how to empower the target group.)

#### **Noun round**

1. Do a name round where everyone also includes their pronoun. (she, he, they...)
2. If suitable let everyone create their name tag with pronouns.
3. And if there is time: Everyone introduces themselves with a piece of music, their favourite colour, an instrument (or an animal, a flower etc) they feel like right now etc.

#### **Group agreement**

Let the participants tell what's important for them to feel comfortable within the group. Use a whiteboard, a big sheet of paper or a projector to gather all information for everyone to see.



## **Ice breakers**

These are games you can use to make the participants feel comfortable and get to know each other. Examples:

### **Human symphony**

Instructions:

Everyone is sitting in a ring or lying in a star on the floor with their heads in the middle. One person starts humming a melody, preferably completely free, based on imagination. The others follow. Anyone can change the tempo in the melody at any time and then everyone else follows.

This exercise can also be done by the participants stamping different beats on the floor.

### **Trust your eyes**

Instructions:

In this exercise, participants are challenged to seek out and maintain eye contact with each other. The participants sit in the room, half of the group on one side and the other half opposite. They make eye contact with any person on the other side and change places with them. Everyone seeks first to make eye contact with someone before they move. Then they make eye contact with someone new on the side they started from. Do this as many times as you want.





# WORKSHOP no 1

## SPONTANEOUS TRY OUT - beginner level

### **Theme**

Spontaneous try out.

### **Desired outcome**

Spread music production to beginners and make them interested in learning more.

### **Equipment**

Computer

Daw

Audio interface

Midi keyboard

Headphones

Electrical power outlets

Monitors or PA

### **If suitable use a projector/big screen**

### **Preparations**

Read the information on pages 4-8 in this document plus the Handbook of Empowerment.

Set up the equipment.

## **Step by Step Agenda**

### ***Step 1***

Intro - 30-60 min:

Create a safe space (pages 7-8 and the Handbook of Empowerment).

### ***Step 2***

Show very easily how you finger drum.

### ***Step 3***

Let the participants play with the midi keyboard:

For example you can make an easy 4 by 4 beat.

Explain the bpm or tempo. See if the participants can hold the tempo. If not, try to help.

Let as many of them as possible try out music production, for example finger drumming.

Try and record something they play.

## **Lunch/Break**

### ***Step 4***

Keep building on something they recorded, maybe start with a base.

### ***Step 5***

Show a simple chord.

### ***Step 6***

Try recording some melody. Show the participants all the notes that are compatible with the chord and let them play.

**End the workshop** with a finishing round where everyone says something about the workshop and you tell them about ways to continue. Don't forget to take e-mails or phone numbers for future activities.



## WORKSHOP no 2

### **ANALYZE & PRODUCE TOGETHER ON BIG SCREEN - beginner level**

#### **Theme**

Listen, analyze and get to know a bit about music production.

#### **Desired outcome**

Arise curiosity and make the target group interested.

#### **Equipment**

Computer

Daw

Audio interface

Midi keyboard

Electrical power outlets

PA

Projector/Big screen

#### **Preparations**

Read the information on pages 4-8 in this document plus the Handbook of Empowerment.

Set up the equipment.

Create a track - 30 sec stems with 4 tracks drums, bass, vocal, synth/keys.

Plan for using a big screen throughout the workshop.

#### **Step by step agenda**

##### **Step 1**

Intro - 30-60 min

Create a safe space (pages 7-8 and the Handbook of Empowerment).

##### **Step 2**

Dialogue:

What do you know about music production?

What is a music producer?



### **Step 3**

Listen to/watch a popular song by for example Billie Eilish.

Analyze it and divide it into different parts for example intro, chorus, verse, bridge, outro.

Listen together and find out what instruments are in the song.

### **Lunch/Break**

### **Step 4**

What is a daw?

Explain Logic or Ableton in a basic way:

- Listen to your pre-produced track.
- Talk about and show how the track is built.
- Remove drums from the track.
- Show how to create new drums.
- Show two drum variations (fx minimum, maximum)
- Let the participants try to make drum sounds.
- Listen to what you have produced together.

### **Step 5**

Show something fun and inspiring, maybe Blinding lights.

**End the workshop** with a finishing round where everyone says something about the workshop and you tell them about ways to continue. Don't forget to take e-mails or phone numbers for future activities.



## WORKSHOP no 3

### ANALYZE & REMIX IN GROUPS - Beginner/Intermediate level

#### Theme

Listen, analyze and remix. This is a developed version of workshop no 2, where the participants form smaller groups and work with the remixing hands on.

#### Desired outcome

Making music production playful and fun + making the participants cooperate and learn from each other in smaller groups.

#### Equipment

One or several working stations for 2-3 people.

1 station includes:

Computer

Daw

Audio interface

Midi keyboard

Headphones

Electrical power outlets

PA

Projector/Big screen

#### Preparations

Read the information on pages 4-8 in this document plus the Handbook of Empowerment.

Create a track - 30 sec stems with 4 tracks drums, bass, vocal, synth/keys.

Let the participants upload your pre-prepared track on their daw's.

Plan for using a big screen throughout the workshop.



## Step by step agenda

### **Step 1**

Intro - 30-60 min

Create a safe space (pages 7-8 and the Handbook of Empowerment).

### **Step 2**

Listen to/watch a popular song by for example Billie Eilish.

Analyze it and divide it into different parts for example intro, chorus, verse, bridge, outro.

Listen together and find out what instruments are in the song.

## Lunch/Break

### **Step 3**

What is a daw?

Explain Logic or Ableton in a basic way. Be responsive to the groups level of knowledge.

### **Step 4**

1. Listen to your pre-produced track.
2. Talk about and show how the track is built.
3. Remove drums from the track.
4. Show how to create new drums.
5. Show two drum variations (fx minimum, maximum)
6. Let the participants create new drums, they can use the drum patterns inspiration sheets. Let them create at least two variations in the drums.
7. Finish with a listening round where the groups play what they have created.

### **Step 5**

Show something fun and inspiring, maybe Blinding lights.

**End the workshop** with a finishing round where everyone says something about the workshop and you tell them about ways to continue. Don't forget to take e-mails or phone numbers for future activities.



# WORKSHOP no 4

## DIT & BEATMAKING - Intermediate level

### **Theme**

Beatmaking in smaller groups

### **Desired outcome**

DiT (Do it Together) and making your own group beat

### **Equipment**

One or several working stations for 2-3 people

1 station includes:

Computer

Daw

Midi Keyboard

Audio interface

Headphones

Electrical power outlets

Projector/Big screen

PA

### **Preparations**

Read the information on pages 4-8 in this document plus the Handbook of Empowerment.

Use a big screen throughout the workshop.

Prepare sound samples on a usb. Let participants copy the sample folder.

Set up the equipment.



## Step by step agenda

### **Step 1**

Intro - 30-60 min

Create a safe space (pages 7-8 and the Handbook of Empowerment).

### **Step 2**

Explain Logic or Ableton a little more advanced. Think about the task of making a beat and try to explain the different steps in how to make it:

- Explain the channels, Midi track vs Audio channel.
- What is a sample?
- What is a loop?
- How to upload a sample.
- How to upload a sample to the midi keyboard.

## **Lunch/Break**

### **Step 3**

- Explain how you make a beat.
- Let participants create a beat in groups using the samples on the usb.
- Finish with a listening round and let the participants play and listen to what the different groups have created together.

**End the workshop** with a finishing round where everyone says something about the workshop and you tell them about ways to continue. Don't forget to take e-mails or phone numbers for future activities.





## WORKSHOP no 5

### SOUND HUNT & CAROUSEL STATIONS - Intermediate

#### **Theme**

Introduction to basic music production using different work stations.

#### **Desired outcome**

Learn how to make your own music.

#### **Equipment**

Projector/Big screen

PA

Five working stations for 2-4 people.

1 station includes:

Computer

Daw

Audio interface

Midi keyboard

Microphones

Headphones

Electrical power outlets



## **Step by step agenda**

### **Step 1**

Intro - 30-60 min

Create a safe space (pages 7-8 and the Handbook of Empowerment).

### **Step 2**

Quick run-through of the program (choose any daw, for example Ableton or Logic).

Show different functions in the daw.

Make the participants find a sound they really like (sound hunt!)

### **Step 3**

Energizers:

Body percussion

Vocabulary - what are some words that can describe music?

## **Lunch/Break**

### **Step 4**

Carousel challenges where each group (could also be an individual) stays 15-20 minutes at each of the five theme station and creates:

- Beat
- Chords
- Bas
- Melody
- Song, melody, lyrics

### **Step 5**

Time to finish, get help, listen through your own track.

### **Step 6**

Listening session: Feed back rounds with "one word associations" about each track.

**End the workshop** with a finishing round where everyone says something about the workshop and you tell them about ways to continue. Don't forget to take an email or phone number for future activities.



## ABOUT THE PROJECT 3C

### CONNECT//COMPRESS//CHANGE

**3C – Connect//Compress//Change was a project and a collaboration between Danish Rapolitics, Norwegian JM Norway and Swedish Fryshuset that ran from March 2021 to February 2023. The project aimed at contributing to a long-term improvement of the conditions for young women and non-binary people in Nordic music production.**

**3C has consisted of several parallel processes where digital seminars, workshops, music events and material such as this has been produced. A group of young producers from Denmark, Norway and Sweden have participated in the project and the network they have formed is in itself an important result. Here you find more information plus the seminars and educational handbooks from the project:  
<https://fryshuset.se/verksamhet/3c>**

**FRYSHUSET**



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